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ABSTRACT

The Thirteen-College Curriculum Program (TCCP) is designed to deal with the special problems of students in predominantly black colleges. This report describes ways in which TCCP students perceive the program to be different from the regular curricular program. 2,447 seniors attending the colleges in question completed the "Senior Questionnaire, 1971" in May 1971. Results of the questionnaire show that the program is achieving its objectives: the students found that learning is more active in TCCP than in the regular program. Students felt that they were encouraged to develop their own opinions and that work in which they participated was relevant to their own situations as members of the black minority. (Author/CS)

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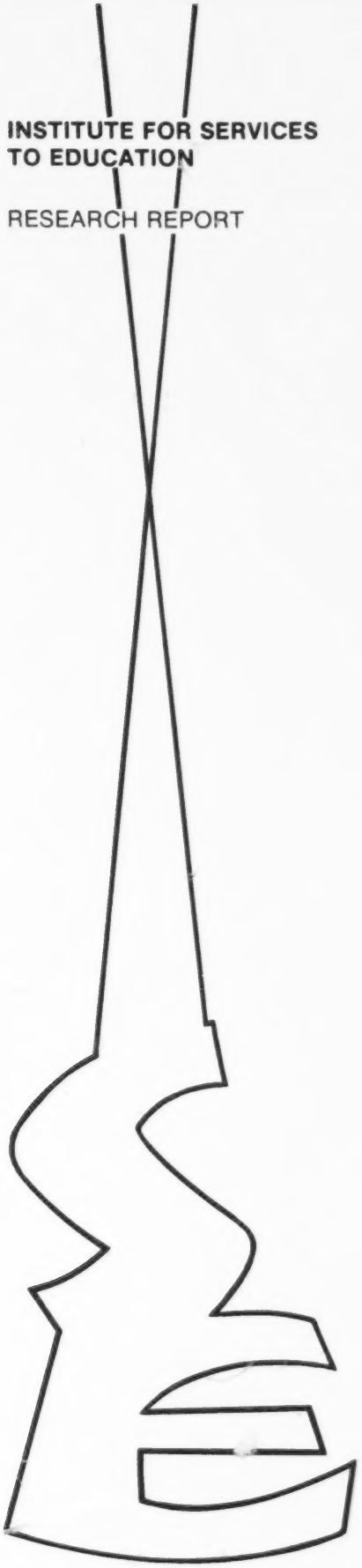
RESEARCH REPORT



TOWARD MORE ACTIVE LEARNING

A Retrospective Student Look at the Thirteen-College Curriculum Program as Compared to the Regular College Experience

JOSEPH TURNER
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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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– ABOUT THE INSTITUTE FOR SERVICES TO EDUCATION –

The Institute for Services to Education was incorporated as a non-profit organization in 1965 and received a basic grant from the Carnegie Corporation of New York. The organization is founded on the principle that education today requires a fresh examination of what is worth teaching and how to teach it. ISE undertakes a variety of educational tasks, working cooperatively with other educational institutions, under grants from government agencies and private foundations. ISE is a catalyst for change. It does not just produce educational materials or techniques that are innovative; it develops, in cooperation with teachers and administrators, procedures for effective installation of successful materials and techniques in the colleges.

ISE is headed by Dr. Elias Blake, Jr., a former teacher and is staffed by college teachers with experience in working with disadvantaged youth and Black youth in educational settings both in predominantly Black and predominantly white colleges and schools.

ISE's Board of Directors consists of persons in the higher education system with histories of involvement in curriculum change. The Board members are:

Vernon Alden	Chairman of the Board, The Boston Company, Boston, Massachusetts
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– ABOUT THE THIRTEEN COLLEGE CURRICULUM PROGRAM –

From 1967 to the present, ISE has been working cooperatively with the Thirteen College Consortium in developing the Thirteen College Curriculum Program. The Thirteen College Curriculum Program is an educational experiment that included developing new curricular materials for the entire freshman year of college in the areas of English, Mathematics, Social Science, Physical Science, and Biology and two sophomore year courses, Humanities and Philosophy. The program is designed to reduce the attrition rate of entering freshman through well thought-out, new curricular materials, new teaching styles, and new faculty arrangements for instruction. In addition, the program seeks to alter the educational pattern of the institutions involved by changing blocks of courses rather than by developing single courses. In this sense, the Thirteen College Curriculum Program is viewed not only as a curriculum program with a consistent set of academic goals for the separate courses, but also as a vehicle to produce new and pertinent educational changes within the consortium institutions. At ISE, the program is directed by Dr. Frederick S. Humphries, Vice-President. The curricular development for the specific courses and evaluation of the program are provided by the following persons:

COURSE	ISE STAFF
English	Mr. Sloan Williams, Senior Program Associate Miss Ethel Lewis, Program Associate Mr. Charles Hodges, Research Assistant
Social Science	Dr. George King, Senior Program Associate Mrs. Mary Brown, Program Associate Dr. Al-Tony Gilmore, Program Associate Miss Charlottie Simpson, Secretary
Mathematics	Mr. Bernis Barnes, Senior Program Associate Dr. Phillip McNeil, Program Associate Dr. Walter Talbot, Consultant Mrs. Debrah Johnson, Secretary
Physical Science	Dr. Leroy Colquitt, Senior Program Associate Dr. Roosevelt Calbert, Program Associate Dr. Ralph Turner, Consultant Miss LuCinda Johnson, Secretary
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COURSE	ISE STAFF
Humanities	Mr. Clifford Johnson, Senior Program Associate Mr. Roger Dickerson, Consultant Mr. Keorapetse W. Kgositsile, Consultant Miss Margot Willett, Research Assistant
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Counseling	Dr. Gerald Durley, Senior Program Associate Dr. Joseph Turner, Senior Research Associate Mr. John Faxio, Research Assistant Mrs. Judith Rogers, Secretary

In addition, Miss Patricia Parrish serves as Executive Assistant to the Vice-President and Mrs. Joan Cooke Serves as Secretary to the Vice-President.

The curriculum staff is assisted in the generation of new educational ideas and teaching strategies by teachers in the participating colleges and outside consultants. Each of the curriculum areas has its own advisory committee, with members drawn from distinguished scholars in the field but outside the program.

The number of colleges participating in the program has grown from the original thirteen of 1967 to nineteen in 1970. The original thirteen colleges are:

Alabama A & M University	Huntsville, Alabama
Bennett College	Greensboro, North Carolina
Bishop College	Dallas, Texas
Clark College	Atlanta, Georgia
Florida A & M University	Tallahassee, Florida
Jackson State College	Jackson, Mississippi
Lincoln University	Lincoln University, Pennsylvania
Norfolk State College	Norfolk, Virginia
North Carolina A & T State University	Greensboro, North Carolina
Southern University	Baton Rouge, Louisiana
Talladega College	Talladega, Alabama
Tennessee A & T State University	Nashville, Tennessee
Voorhees College	Denmark, South Carolina

A fourteenth college joined this consortium in 1968, although it is still called the Thirteen-College Consortium. The fourteenth member is:

Mary Holmes Junior College	West Point, Mississippi

In 1970, five more colleges joined the effort although linking up as a separate consortium. The members of the Five-College Consortium, including a sixth added later, are:

Elizabeth City State University	Elizabeth City, North Carolina
Fayetteville State University	Fayetteville, North Carolina
Langston University	Langston, Oklahoma
Saint Augustines College	Raleigh, North Carolina
Southern University	Shreveport, Louisiana
Texas Southern University	Houston, Texas

In 1971, eight more colleges jointed the curriculum development effort as another consortium. The member of the Eight College Consortium are:

Alcorn A & M College	Lorman, Mississippi
Bethune-Cookman College	Daytona Beach, Florida
Grambling College	Grambling, Louisiana
Jarvis Christian College	Hawkins, Texas
LeMoyne-Owen College	Memphis, Tennessee
Southern University in New Orleans	New Orleans, Louisiana
University of Maryland, Eastern Shore	Princess Anne, Maryland
Virginia Union University	Richmond, Virginia

Seven additional colleges created still another consortium in 1972, entitled the Consortium for Curricular Change. These colleges are:

Coppin State College	Baltimore, Maryland
Huston-Tillotson College	Austin, Texas
Lincoln University	Jefferson City, Missouri
Mississippi Valley State College	Itta Bena, Mississippi
Shaw College	Detroit, Michigan
Bowie State College	Bowie, Maryland
Livingstone College	Salisbury, North Carolina

The Thirteen-College Curriculum Program has been supported by grants from:

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The National Science Foundation, Division of the Undergraduate Education
The Ford Foundation
The Carnegie Corporation
The Esso Foundation

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Introduction and Background

The present report describes some of the ways in which the Thirteen-College Curriculum Program (TCCP) students perceived the TCCP to be different from the regular program, as measured by the "Senior Questionnaire, 1971," which was completed May, 1971, by 2,447 seniors attending the colleges in question. Results from the Questionnaire show that the Program is achieving its objectives. For example, the Program students as compared to regular students indicated that TCCP emphasized doing things, not just listening to lectures; included more black-related materials in English and social science than the regular program; encouraged students to develop own viewpoints, rather than simply follow viewpoints developed by teachers or found in textbooks.

In earlier reports the Institute for Services to Education has examined the educational achievements of TCCP students. The results of these studies indicate that, taking the colleges as a whole, TCCP students have the edge on regular students in the following matters: grades; yearly gains in scores on standardized tests; and extent of extra-curricular activities. Further, over 60 percent of the TCCP students entered their fourth year of college as compared to approximately 45 percent of a control group of regular students. (See "TCCP Report: 1967-71, November, 1971, p. 11. For extra-curricular activities, see unpublished reports by site visitors, spring, 1971.) The present report helps document the differences in the experiences of the two groups that in ISE's interpretation accounts for the differences in achievement. There was an earlier report, distributed December, 1971, titled "Preliminary Research Report," which sampled a variety of results investigated by the Questionnaire.

Of course, TCCP was designed to be different and the teachers in their year-end reports provided anecdotes and examples which demonstrated that it was different (See "TCCP Report: 1967-71," pp. 19-22). The present report adds

another dimension to the contention that new ideas were actually being applied on the campuses and, further, delineates the various ways TCCP was different from the regular program.[1]

Instrumentation and Sample

The "Senior Questionnaire, 1971" included 59 statements, subsequently numbered 36 through 94, about various aspects of classroom instruction in terms of which TCCP might be differentiated from the regular program. The students were asked to indicate the degree of truthfulness of a statement as it applied to their freshman, sophomore, and combined junior and senior years. TCCP students took only TCCP courses the freshman year and two TCCP courses the sophomore year. There were no TCCP courses for the junior and senior years. The statements were addressed to teaching practices, expected student behavior, course materials, and course content. Below are shown the instructions and two sample statements in their actual format:

PLEASE CIRCLE A RESPONSE FOR EACH ITEM
IN ALL THREE TIME PERIODS

(1) (2) (3) (4)

1. Generally True
2. More True than False
3. More False than True
4. Generally False

47. Faculty members experimented with new methods of teaching.....	1 2 3 4	1 2 3 4	1 2 3 4
64. Courses emphasized students doing things rather than just listening to the teacher.....	1 2 3 4	1 2 3 4	1 2 3 4

[1]Other factors may also be responsible for the greater achievement of TCCP students. The first generation of these students received special financial support in their freshman and sophomore years, although this factor, in turn, is complicated by the fact that this group of students was poorer than the regular students. These questions will be explored further in other reports.

The Questionnaire was completed by students representing three different groups on each of the thirteen campuses.

- The TCCP students, numbering 327, who enrolled in 1967 and in 1971 were in their senior year.
- The "1967" control students, numbering 312, who were also enrolled in 1967 and were selected in 1967 as controls to be followed year by year.
- The "1971" control students, numbering 1,809. These students expected to graduate in June 1971 and were selected as additional controls in 1971. We found that 34 per cent of this group were taking five or more years to graduate.

The "1971" control students were included to provide a larger base on which to ground the statistics. In reality, they more probably represent the "average" student than do the "1967" control group in that the "average" student is less likely to be a senior four years after entering the institution. As the results cited in the following pages readily show, there is almost no difference between the two control groups in the matters considered here. Hence, for our present purposes we can refer to students in both control groups indiscriminately as regular students. Thus, we both offer a larger population to describe how regular students view instruction and show that our smaller "1967" control is sufficiently large to represent adequately the school population. In terms of achievement and activities, the "1967" control is a high estimate.[2]

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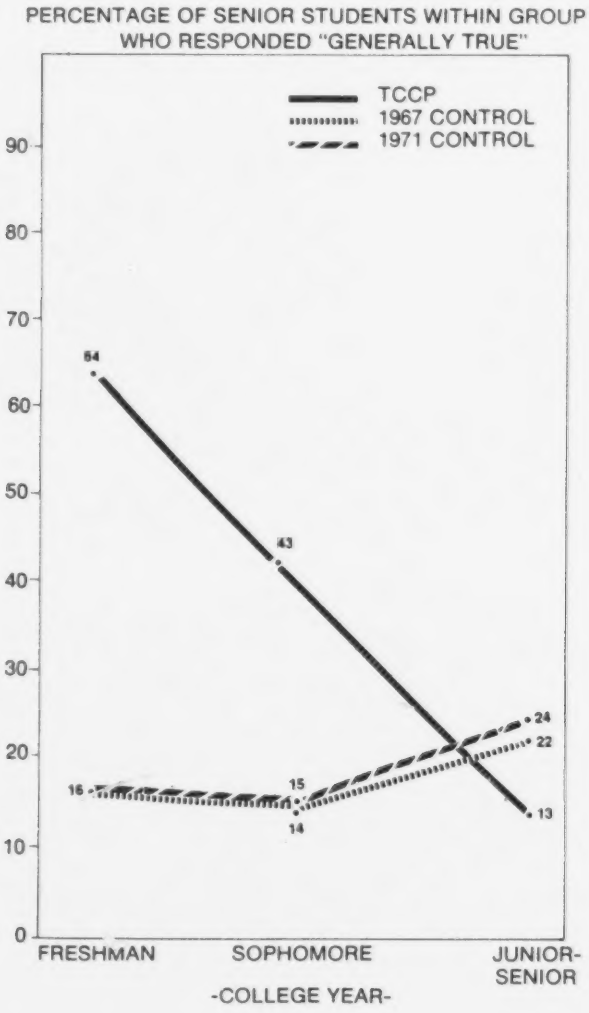
[2]The number of students completing the questionnaires represents about fifty percent of all seniors approaching graduation in the thirteen institutions. The proportional representation of fifty percent was true for all three sub-groups (TCCP, 1967 Control, and 1971 Control). The TCCP and the 1967 Control groups were about equal in size (TCCP = 327 students, 1967 Control = 312 students), but the TCCP did produce proportionately more seniors than did the other two groups.

Interpretation of Results

Starting with a statement bearing on a most general matter, below, on the left, is the statement; on the right, a graph giving the response. Throughout this report the responses shown represent only the first of four possible responses: namely, the percentage of students circling the response "Generally True." This format is the same for all subsequent graphs.

47. Faculty members experimented with new methods of teaching



Now, to describe in words the results presented in this graph.

1) Looking at the freshman year, TCCP students found TCCP teachers experimenting much more with new methods of teaching than regular students found regular teachers.

2) Looking at the TCCP students as they progressed from freshman to junior-senior year (taking all TCCP courses the freshman year, two TCCP courses the sophomore year, and no TCCP courses the junior and senior years), these students found the teachers as a whole experimenting less and less with new methods of instruction.

3) Looking at the regular students as they progressed from freshman to senior year, these students found a slight drop in teachers experimenting with new methods of instruction the sophomore year and then a slightly greater rise in the junior-senior year.

4) Looking at the junior-senior year, the TCCP students found the regular teachers experimenting less with new methods of instruction than did the regular students -- although both groups of students were rating the same teachers! This switch is what we shall call the "cross-over effect" - an actual reversal of the ordering of the groups in terms of percentage responding "Generally True". - Nearly all the responses in this section of the questionnaire exhibited this phenomenon. We interpret the cross-over effect as evidence that the TCCP program has taught the students a new view of education, given them a new standard on which to judge instruction. It is in terms of this new standard that TCCP students found less experimentation with new methods of instruction than did the regular students, even though both groups were viewing the same teachers.

5) Looking at the regular teachers, whether viewed by TCCP students or regular students, there was little experimentation with new methods of

instruction. This is disappointing at a time when so many people are agreed that teachers need to learn to teach more efficiently and effectively.

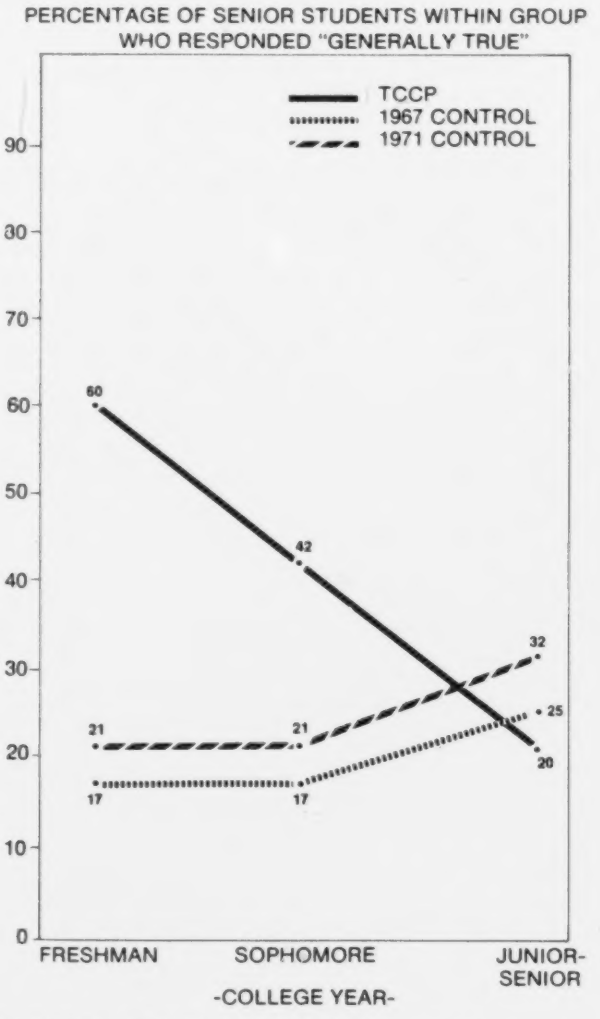
In interpreting the graphs which follow, it is particularly striking to look first at the Freshman Year results. The reader will observe notable differences at that point between the TCCP and the two control groups. This observable initial difference will be followed by diminishing, but still apparent differences in the Sophomore Year (during which the TCCP students were in transition between the TCCP experience and the regular college experience), and then, finally, no difference or a "cross-over effect" for the junior-senior year period (in which all students were participating in the same courses with the same teachers). More than just the differences at any point in time, it is the consistency of the observed trend which underlines the power of these results.

A caveat to the reader is suggested. In some cases, the observed trend will appear the reverse of other graphs. The examination of each graph should be preceded by a careful reading of each statement. Some of the results which support ISE's contentions are represented by the absence of a circumstance in the TCCP program. For example, one statement (Item 55) suggests that the primary form of classroom instruction was the "lecture." Use of the lecture as the primary means of instruction falls counter to the philosophy and structure of the TCCP and so in this case, it would be expected that if the program was operating in the appropriate direction, the TCCP students would show a far smaller proportion of the students responding "Generally True" while the other control groups would have a large proportion of the students agreeing with the statement (which is what the results do demonstrate).

Summary of Results

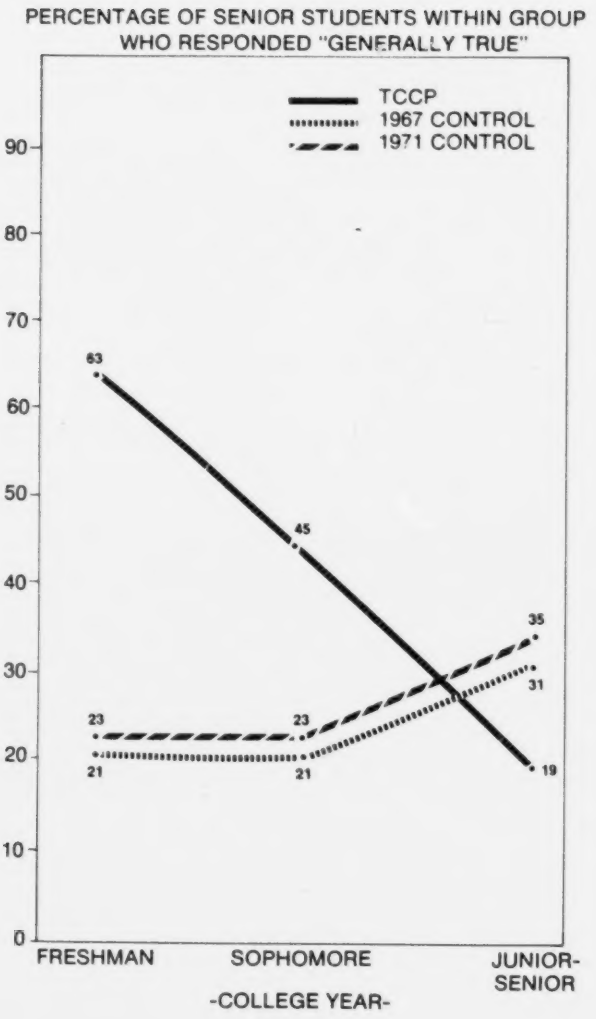
The previous statement deals with the mere fact of whether teachers were trying to do something different. The next few statements examine broad aspects of instruction in terms of which TCCP may be clearly distinguished from the regular program.

64. Courses emphasized students doing things rather than just listening to the teacher.



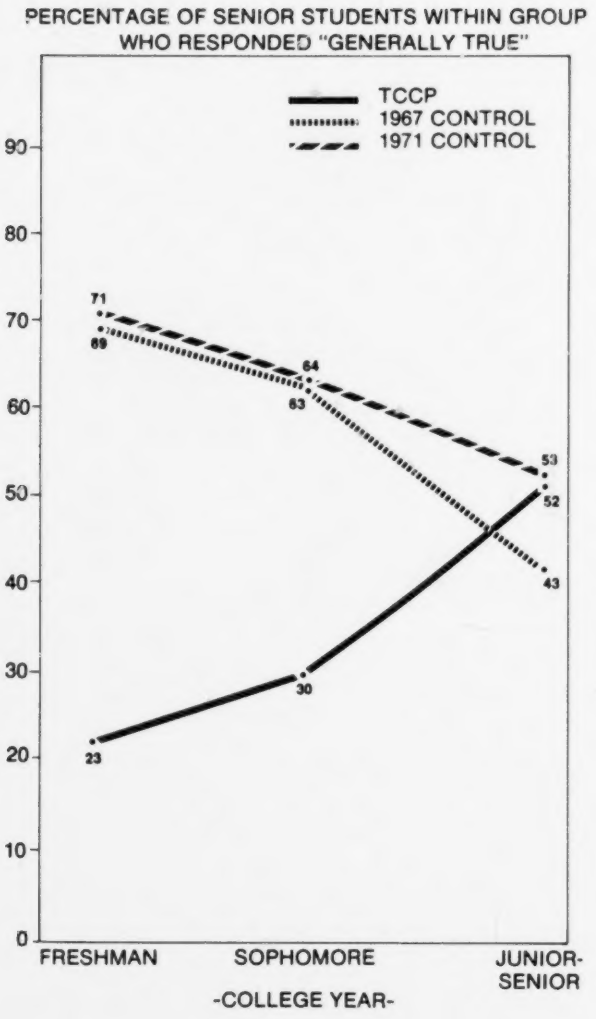
Looking at the freshman year, TCCP students viewed the TCCP course as putting much greater emphasis on students doing things than the regular students viewed the regular course. By "doing things" is meant a variety of activities - discussion in all fields, experiments in physics or biology, field work in social science, dramatic presentations in English, and so on -- anything in addition to just listening to the teacher and taking notes.

52. Students were encouraged to develop their own viewpoints and analyses based on their own ideas and readings rather than follow viewpoints and analyses developed by teachers and textbooks.



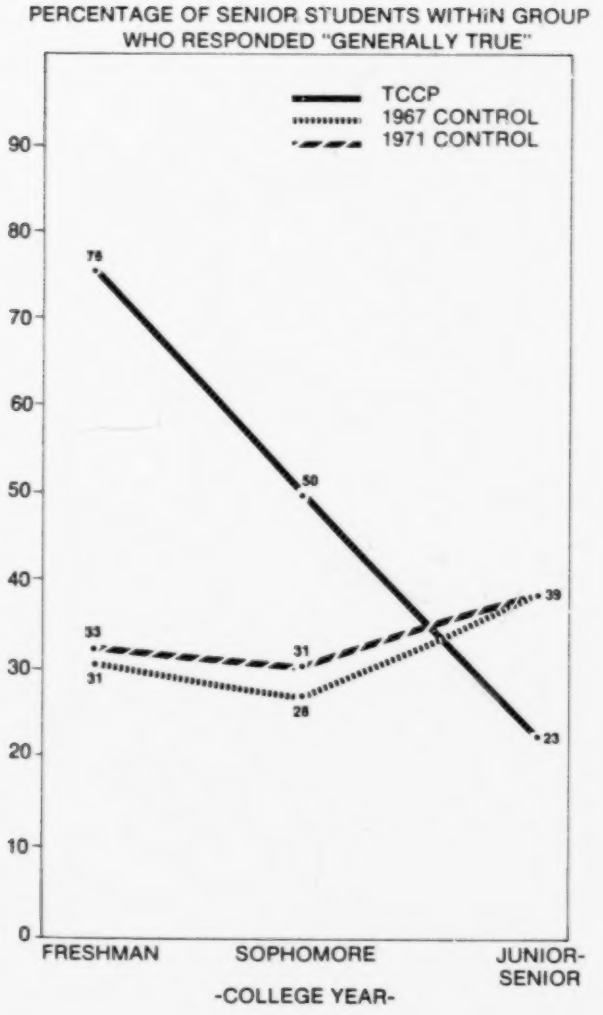
In the freshman year, TCCP students found themselves receiving much more encouragement to develop their own viewpoints than did regular students. The cross-over effect is particularly striking.

55. The primary form of classroom instruction was the lecture.



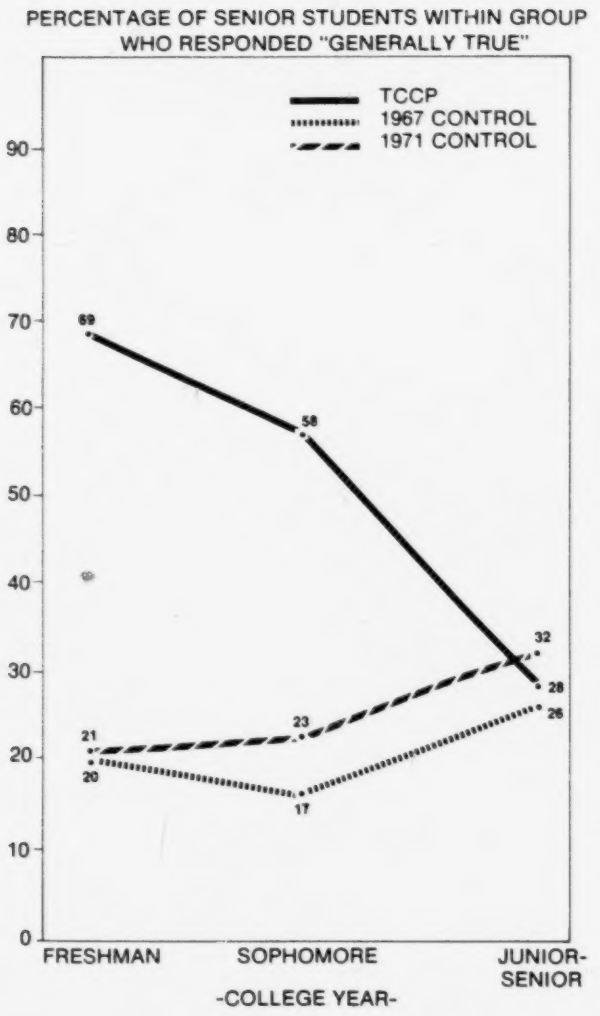
Looking at the freshman year, TCCP students found considerably less lecturing in their classes than regular students found in their classes. This statement acts as a check on statement 64 (shown previously) by asking it in reverse -- with the results also reversed.

57. Teachers used such items as paperbacks, magazines, and specially developed materials rather than (or in addition to) textbooks.



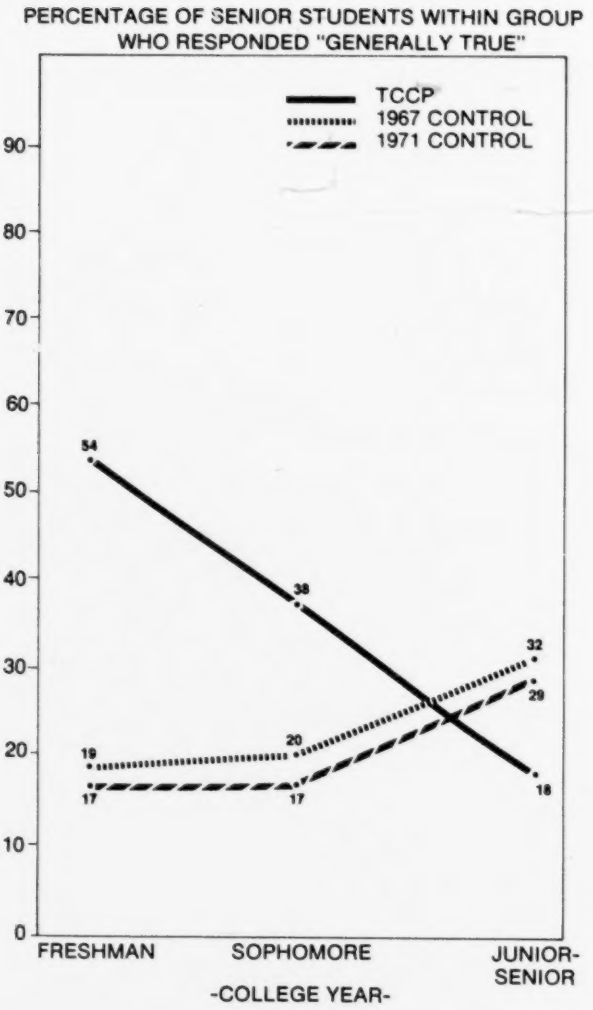
Looking at the freshman year, TCCP students found considerably greater use of paperbacks, etc., in their classes than the regular students found in their classes. Again, there is a striking cross-over effect, indicating that the same amount looks like less when you are accustomed to getting more.

81. Looked at art or listened to music by and about Black people in English, humanities or art and music appreciation courses.



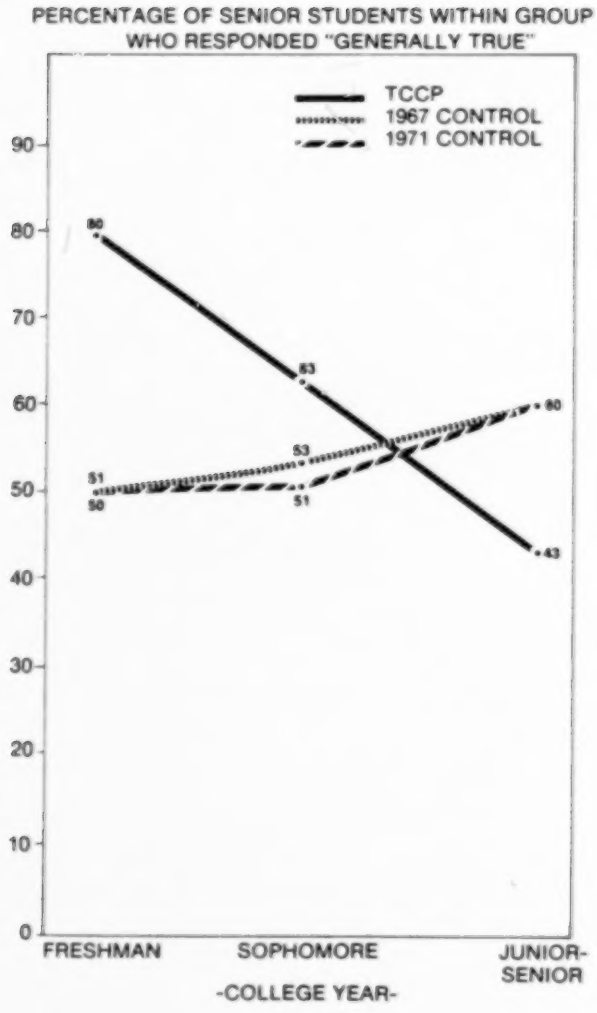
Looking at the freshman year, TCCP students found more black-related materials in English and the arts than did regular students. (Note: this study is reporting results for the 1967-68 academic year, before black studies had become so fashionable.)

68. Teachers made courses relevant to contemporary issues, such as those that affect black people and poor people in America.



Looking back at their freshman year, TCCP students found courses more relevant to blacks than did regular students. Nevertheless, that the TCCP did not score higher in this category indicates where further work is necessary if black colleges are to continue to make a special contribution to higher education. This result just concerns the first year of TCCP and it is ISE's belief that the Program has moved much more strongly in this direction. The low score of the regular program through all four years in this category emphasizes the need to expand an improved TCCP into the regular program.

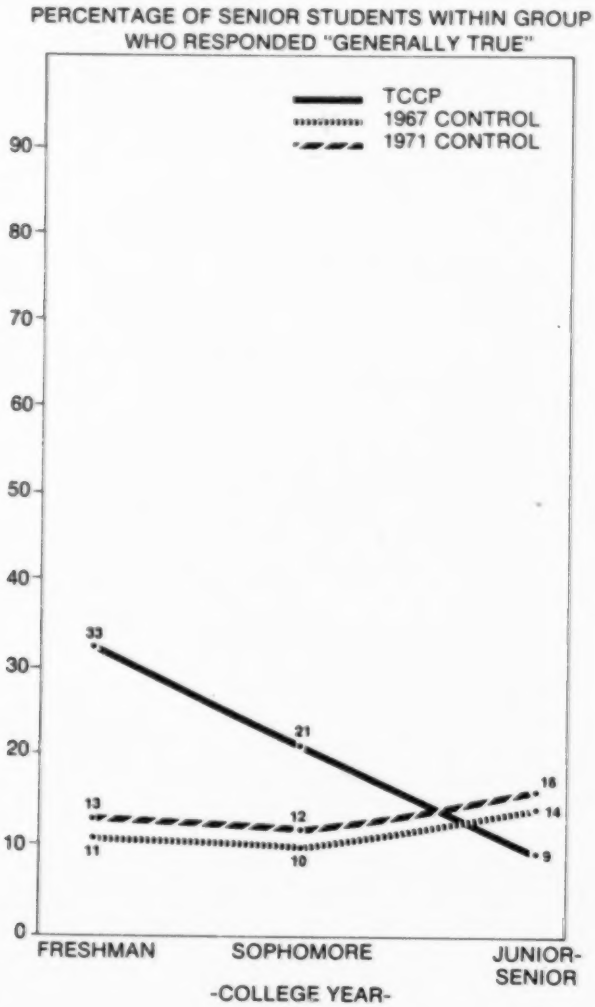
50. Students were expected to participate freely in class discussion.



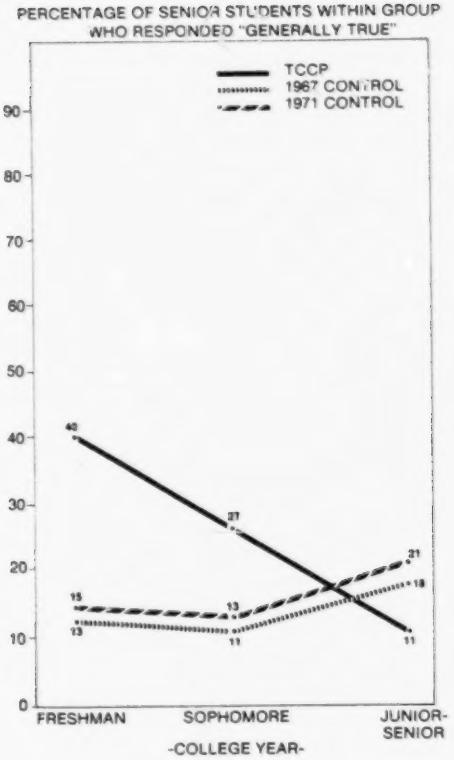
During the freshman year, TCCP students found themselves expected to participate in classroom discussions more than did regular students. Again, there is a striking cross-over effect, suggesting that there actually was more encouragement of discussion in the TCCP courses compared to the regular courses than is indicated in percentages for the freshman year. The present statement singled out one factor (perhaps, the easiest factor to do and discern) namely, discussion, from among the cluster of factors covered in statement 64. This circumstance, perhaps, accounts for obtaining a higher percentage of "Generally True" responses for the present statement than for the earlier one.

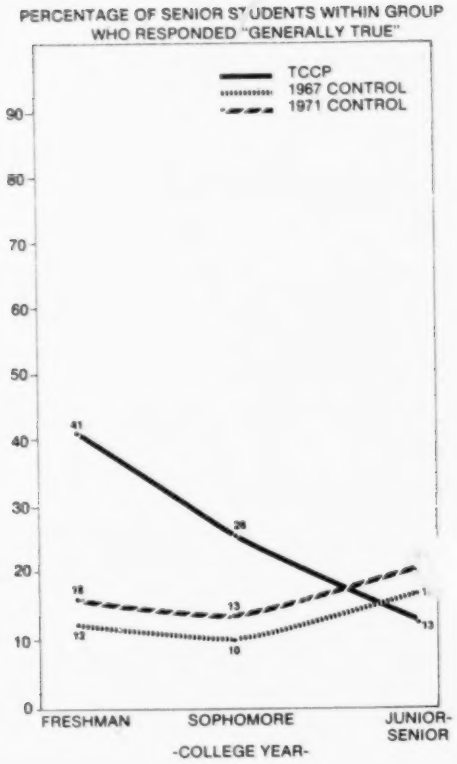
Although responses are still favorable, the next group of statements singles out statements where the differentiation between TCCP and the regular program is less pronounced. These items concern matters of instruction that are more difficult to get at. The responses indicate directions in which the TCCP should move -- and has been moving. (It is important to remember that these results are the perceptions of the first generation of students on Program work done several years ago.) The responses as they bear on the regular program provide a frank appraisal by students in their fourth year of their college experience.

94. Teachers attempted to take into consideration differences in student backgrounds.



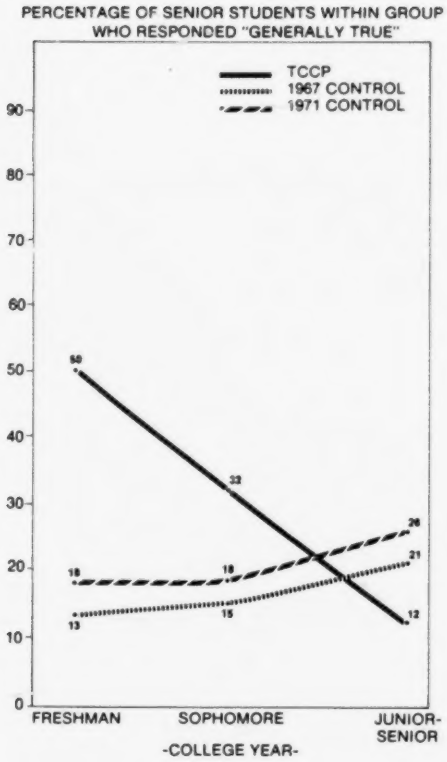
84. Teachers related course materials and discussion to areas of student interest.

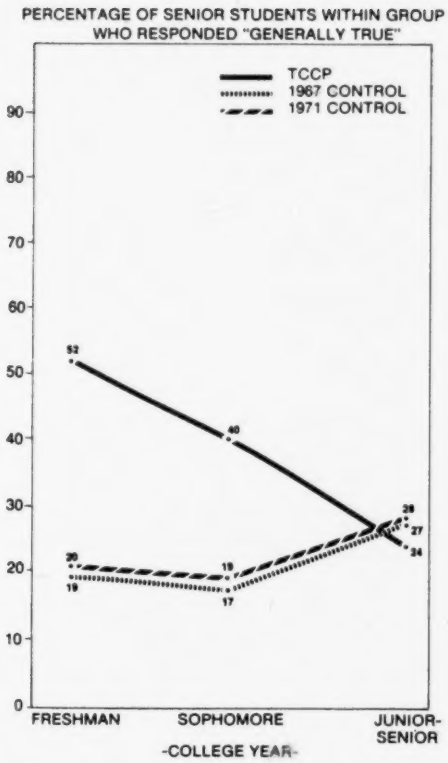




77. Teachers are strongly interested in the problems of undergraduates.

60. Teachers encouraged students to criticize course materials and teaching methods.



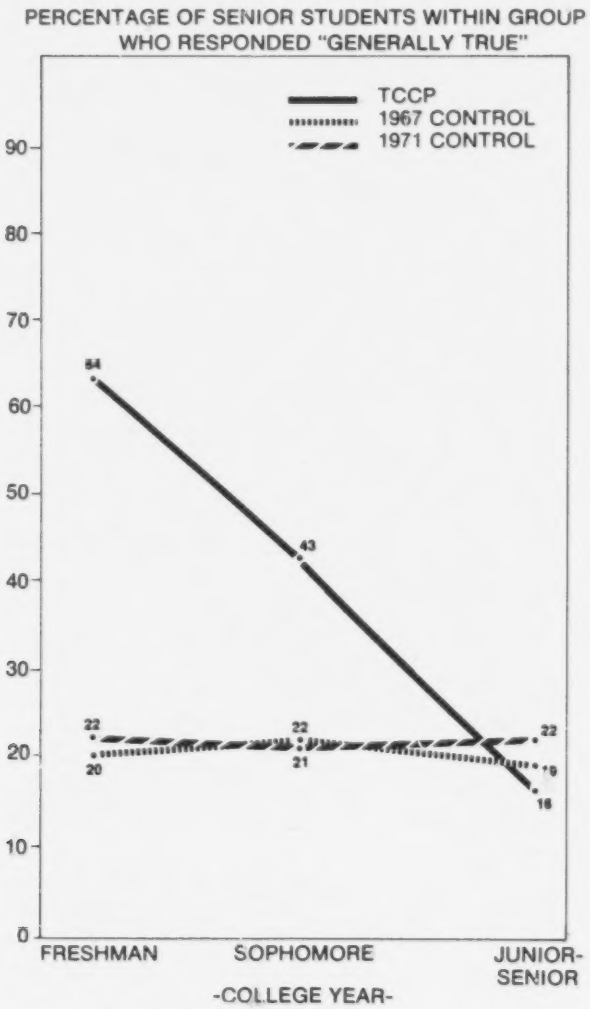


89. Students frequently continued discussion with their teachers outside of regular class periods.

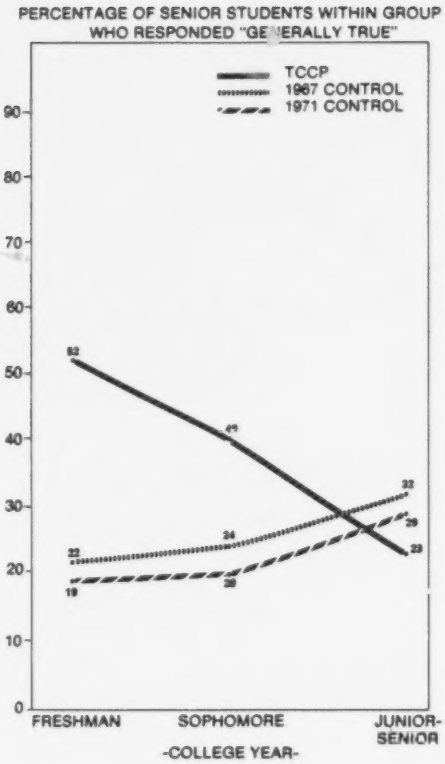
Differentiation between TCCP and the regular program is stronger in the last two statements (60 and 89, found on p. 16) in this group, about on the level of statement 68 (p. 12) noted earlier.

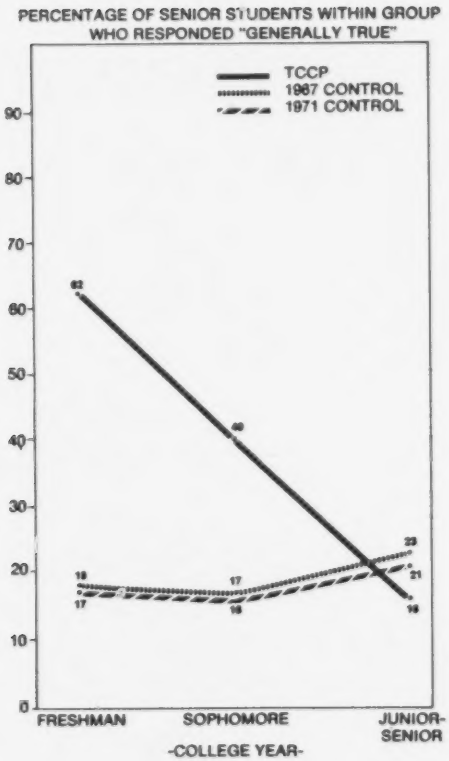
The freshman year in the TCCP consists of five courses -- English, Social Science, Mathematics, and half a year each devoted to Physical Science and Biology. The next five statements collectively compare these five areas in terms of how much each course engaged the student in making and doing things, not just listening to the teacher or writing standard reports.

71. In English or related courses, students performed dramatics (excerpts from plays, dramatization of fiction, improvisational theater, poetry reading) in addition to writing book reports.



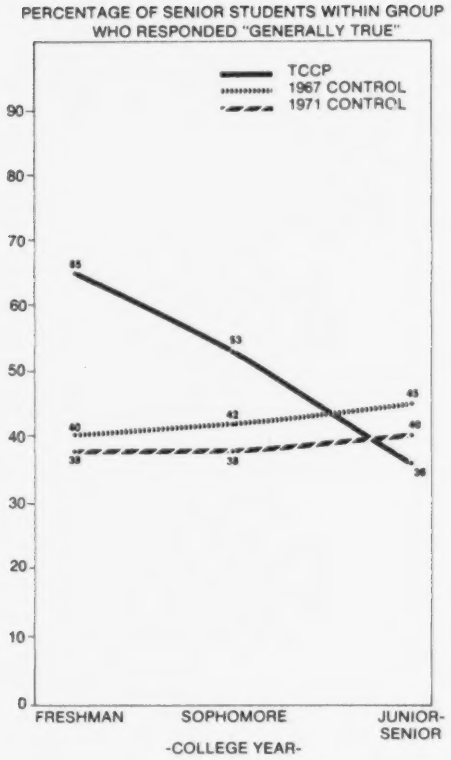
72. In Social Science or related courses, students conducted own research projects (using questionnaires or interviews) on campus or in community in addition to writing library papers.

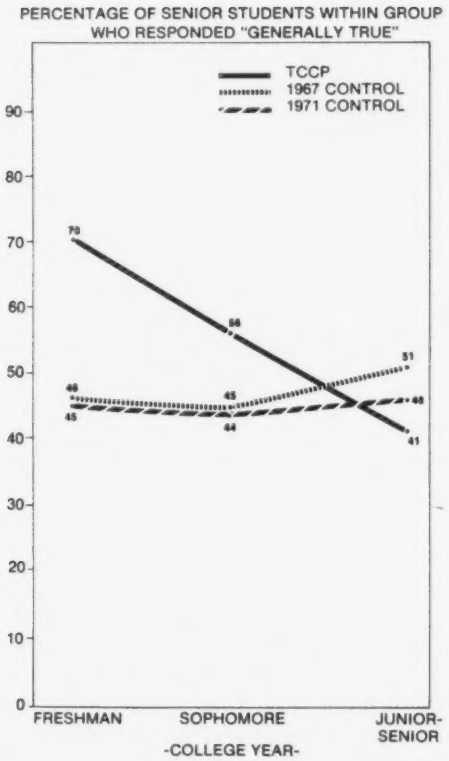




73. In Mathematics, students used physical equipment (geo-boards, Instant Insanity and other games, colored cubes and chips, computers) in addition to paper and pencil (and slide rules and rulers)

74. In Physical Science or related courses, students had laboratory space and equipment to conduct experiments illustrating material in the course.



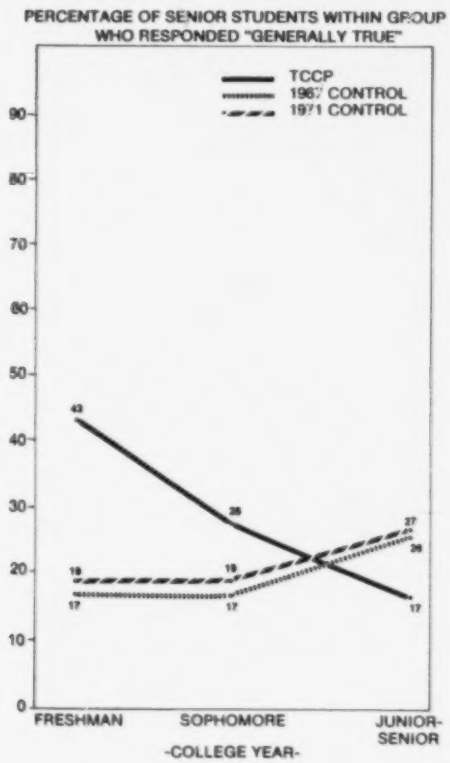


75. In Biological Science or related courses, students had laboratory space and equipment to conduct experiments illustrating material in the course.

The greatest differentiation between the TCCP and the regular program is in English and mathematics. This is not surprising since colleges are accustomed to laboratories in physics and biology, but not to studio-type activities in English or workshops in mathematics, nor to field trips in the social science. This difference in standard practice among the various fields of study is reflected in the regular program itself. Physics and Biology score higher than the other fields.[3]

The last statement to be cited in this report really bears less on the special characteristics of TCCP and more on how students viewed the educational achievement of the program -- achievement defined as making a contribution to how they view the world today.

70. Courses contributed significantly to how I think about things today.



[3]There is a problem inherent in the data pertaining to specific course areas. Greater numbers of students for each of the three groups responded to items pertaining to specific course areas during the junior-senior year than there are majors in each of the areas. This may imply that the students have had elective experiences in the areas, but especially for the "hard" sciences, this conclusion seems unlikely. Possibly the respondents are generalizing either from their earlier experiences or are reporting on the experiences of their friends. There are no differences between the groups in terms of this problem and so it may be assumed that the trends are still representative.

In the freshman year TCCP was rated noticeably higher than the regular program, and there is a striking cross-over effect in the rating of subsequent years. Colleges like to think that they are shaping the minds of young people, but looking at the regular program as rated by regular students for all years and TCCP students for the junior-senior year, the students report otherwise. Even the response for TCCP on the freshman year finds not quite half of the students reporting that it is "Generally True" that the courses contributed significantly to the way they think today. The TCCP for the first generation of students was moving in the right direction, but still had a long way to go.

Conclusions

In this report, we have only examined the results for a certain number of statements. Responses to other statements in some cases verify these results by going over the same ground but from a different perspective or with different phrasing. In other cases, the results, while positive, are less strong. It is not always clear whether this is a function of the nature of the domain being examined or of less success in the phrasing of a statement. In preparing the Questionnaire, although some lengthy statements were included, the emphasis, was on keeping the statements as brief as possible. But, as things turned out, the longer statements, in spelling things out more clearly, produced answers that differentiated more strongly between TCCP and the regular program. In devising future questionnaires, ISE will be more ready to include lengthier statements.

Viewed in the most general terms, the Questionnaire clearly established that the TCCP students found the learning more active in TCCP than the regular students found it in the regular program. Looking at the regular program, the regular students generally found the freshman year less satisfactory than the junior-senior year, with the sophomore year sometimes rated between the two and sometimes worse than the freshman year. From this, it appears that TCCP

was correct in concentrating its efforts on the first years of college.

Although the central topic of a future report, some additional strength can be added to the above conclusions by citing a few of the preliminary findings of a study concerned with the relationship between the entering characteristics of the TCCP students and the 1967 Control students and the attitudes, achievements, and perceptions of these same students at the end of their senior year. Based on solely the evidence shown in this report, it might be argued that there was some, pervasive entering difference between the two groups which influenced the results shown here. To look at this issue, the data for each of the two longitudinal groups of students included in this report were separately analyzed by contingency tables from which chi square statistics were computed. For the items shown in this report, in no case was there a significant difference for either group on the basis of their entering (Fall, 1967) ACT Composite Examination score or for either group on the basis of their entering family income. While there are some differences in perceptions attributable to the sex of the respondent, the differences are similar for both groups. What these results continue to support strongly is the contention that the program experience of the TCCP students was notably different than the regular college students, and that this difference continued to color their perception of their college experience. In light of the fact that their achievement was at least equal to or greater than the other students (depending on which outcome achievement measure is being considered) and that proportionately more of them continued in college, the TCCP must be taken seriously as a model for reorganization and development of the total college program and philosophy.

In future studies and reports we will examine these same questions, not for the thirteen colleges lumped together, but college by college

(without naming the colleges), and explore the differences among the colleges. As mentioned above, analysis of the Senior Questionnaire data in relation to entering characteristics of the students (from data collected in 1967) is being completed and will provide for a further discussion of factors which may have influenced these resulting feelings and perceptions. Finally, all of this data will be related to the question of achievement (grades, tests, activities) and to continuance in college and plans beyond college.